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ABSTRACT

This experience-based career education cross-reference catalog for English/communication is one of four volumes designed to assist learning coordinators (teachers or work experience instructors) in developing individualized activity sheets for mildly mentally disabled secondary students. Each volume contains a listing of concepts, sub-concepts, interest areas, instructional objectives, on-site and learning center resources needed, and learning activities. (Subjects of the other three catalogs are personal/social skills [CE 019 711], math [CE 019 712], and career education [CE 019 713]. A description of the project that produced these materials is available in the final report [CE 019 710].) (JH)

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EXPERIENCE BASED CAREER EDUCATION FOR MILDLY MENTALLY DISABLED

ENGLISH/COMMUNICATIONS CROSS REFERENCE CATALOG

Disseminated with the support and research funds of:

CONDUCTOR OF EXEMPLARY GRANTS
Career Education Division
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Under Supervision of
Iowa Central Community College
330 Avenue "M"
Fort Dodge, Iowa 50501

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1978

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

Iowa Central Community College (Merged Area V) was the recipient of a Part D Vocational Education Grant to develop, establish and operate model vocational educational programs. The programs were for cooperating secondary schools utilizing the Experience Based Career Education project (Appalachia Educational Laboratory model) for fiscal years 1976-1979.

An additional exemplary project was initiated in March of 1977 as a jointly operated project with Arrowhead Area Education Agency 5 and Iowa Central Community College. The purpose of the new effort was to analyze the potential and demonstrate the components of the EBCE-AEL model for mildly mentally disabled students. The project EBCE-MD includes establishing the procedures, editing and rewriting component parts, developing experience sites, in-service training, implementation and evaluation of all phases.

The EBCE-MD project staff worked with learning coordinators at four different Area 5 community schools to pilot the project: Eagle Grove, Humboldt, Pocahontas, and Storm Lake. Based on the pilot project for the mentally disabled, the present state strategy emerges. In a three year plan, from 1978 to 1981, the EBCE-MD project, training, and materials will be presented as a state strategy to all fifteen Area Education Agencies of Iowa. A framework will be established so that a model project can be established in at least one community in each of those fifteen AEA's. Instructional personnel from each AEA will be trained to continue the project on their own.

This Cross Reference Catalog was developed as a part of the responsibility of project participants and staff to provide visibility to the findings and accomplishments of the project. The concepts, sub-concepts and interest areas of EBCE curriculum are listed in this catalog with suggested activities for implementation. As teachers or Work Experience Instructors become Learning Coordinators in the EBCE-MD project, they will discover the need for materials to help initiate programs, services, and activities for their students.

EBCE-MD involves experiential learning...student exploration of mathematics, English communications, personal/social skills and career skills...in the workplace! With careful organization and use of provided materials, a Learning Coordinator can offer a unique learning situation to a special group of students.

ACKNOWLEDGEMENTS

This document is a pilot test adaptation of the English/Communications Cross Reference Catalog produced by the Experiential Education Division of the Appalachia Educational Laboratory (AEL) in Charleston, West Virginia. The AEL version, on which this cross reference catalog is based, is used in the Experience Based Career Education (EBCE) program which AEL has implemented in over 20 states in the nation.

Iowa Central Community College and cooperating sponsor, Arrowhead Area Education Agency 5 of Fort Dodge, Iowa, gratefully acknowledge the cooperation of the AEL. In particular, we recognize the work of Phyllis Kessel for the adaptation of this document. Ms. Kessel, an Educational Development Specialist at AEL, provided on-site assistance to the local revision team.

The local team responsible for this document is:

Marvin Lewis: EBCE-MD Field Supervisor
John Muraski: EBCE-MD Project Consultant
Jan McMahill: EBCE-MD Program Coordinator

These writers revised the work originally prepared by Sherri Forbes of Arrowhead AEA 5 and Norm Silbaugh, Drake University.

We also acknowledge the extensive cooperation of the Special Needs and Special Education Division of the Department of Public Instruction, particularly Ray Morley, Consultant for Vocationally Handicapped; Dan Kroloff, Chief of Special Needs; Merry Maitre, Consultant in Mental Disabilities.

Mr. Tim Hanneman of Iowa Central Community College proofread the copy. The final version was typed by Betty Baldwin and Vicki Subbert also of Iowa Central. Dan Fowler of Arrowhead AEA 5 printed the final edition.

INTRODUCTION

The CROSS REFERENCE CATALOG (CRC) is a guide to help the Learning Coordinator (LC) develop individualized activity sheets for each student. It provides the link between the student's objectives (laid out in the Student Program Guide). By investigating the student's objectives in the CRC, the LC and student can determine some possible learning activities and resources--in the learning center or community--for the development of activity sheets.

The learning activities recorded in the CRC are points of departure for students and LCs preparing activity sheets. It is expected that students and LCs would modify the suggested activities to accommodate their own needs, interests and aptitudes. It should also be noted that the CRC suggests general activities. Thus, students and LCs will develop specific activities or inquiry steps according to the student's individual needs.

There are four (4) volumes of the CRC: Career Education (CE), English/Communication (EC), Personal/Social Skills (PS) and Mathematics (MA). Each volume contains a listing of concepts, interest areas and instructional objectives, as well as resources (learning center and community), and learning activities that can be used with mildly mentally disabled secondary students. The interest areas and related instructional objectives are the focus for the suggested resources and learning activities. The objectives and learning activities are not intended to specifically identify the terminal behavior, nor the level of achievement to be attained by the student. Rather, they are to suggest a general objective and plan around which the LC and student can develop specific objectives and learning activities as they relate to each student's needs, interests and abilities. This approach was taken in order to allow for total personalization of each student's program.

A blank form has been included in the back of each CRC so that LCs may add new sample activities and new local resources to those now listed in the catalog. The blank form should be used as a "master" from which other blank pages are reproduced as needed. New activities and local resources are written on the forms which are then inserted by "interest area" behind the appropriate page(s) in the CRC.

SUBJECT English/Communications CONCEPT EG 1.0.0: Writing

SUBCONCEPT EC 1.1.0: Grammar INTEREST AREA EC 1.1.1: What are the different parts of speech?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will distinguish between the different parts of speech used in a written sentence - Noun Pronoun Article Verb Adjective Adverb Preposition Conjunction		X		The student is asked to think about something that is wanted or liked, i.e, car, dog, motorcycle, etc. The student writes the word. The Learning Coordinator (LC) asks the student to answer specific questions about the object listed such as: What kind? What color? What size? How many? Who wants this object? The student writes each given response to the various questions. The questions are designed to elicit different speech parts.
		X		Prepare cards listing one part of speech on each card. Group similar speech parts together, i.e., verbs, nouns, etc. on separate rings. Students will flip each card set separately to form appropriate sentences.
The student will construct sentences that illustrate correct usage to describe in detail one job task that was done on site in the past week.	Teacher-developed cards		X	Student maintains a daily list of job tasks observed or participated in at the site. Student identifies verb and noun in each listed activity and transfers this information to a task analysis statement.
				Student lists names of objects or people at the site or names places that are passed en route to and from the site. Discuss to develop concept of noun.
			X	LC and student discuss activities in which the student participated. LC assists student in writing about the activity again, using a question approach to develop more complete sentences.
	(Continued on next page)			

SUBJECT English/Communications CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.1.0: Grammar INTEREST AREA EC 1.1.1: What are the different parts of speech?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(Continued)			
	1. Understanding English pp 14 - 36 Frank E. Richards Publishing Co., Inc. Phoenix, New York 13135	X		1. Student could read and do exercises on pp. 14-34 in Understanding English.
	2. The New Streamlined English Series, Skill Book New Readers Press Box 131 Syracuse, New York 13210	X		2. Students could read and do exercises on pp. 34-37 in The New Streamlined English Series, Book 4.
	3. English for Every Day Mafex Associates, Inc. 90 Cherry Street Johnstown, Pennsylvania	X		3. Students could do various exercises on pp. 11-44 in English for Every Day.

SUBJECT English/Communication CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.1.0: Grammar INTEREST AREA EC 1.1.2: What are adjectives and adverbs?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will verbally identify adjectives as description words that usually come before the noun.			X	Student lists nouns present at the site. LC and student discuss adjectives. LC encourages student to use the five senses (hear, smell, sight, touch, taste) to write adjectives in front of the noun.
The student will visually identify adverbs in printed materials.	Teacher-developed worksheet.	X		LC and student discuss adverbs as words that tell us how, when, where or words that make the sentences mean no. Also student overviews worksheet of constructed sentences to locate adverbs and to tell what question the adverb is answering - how, when, where or who.
The student will distinquish between adjectives and adverbs in written materials.			X	Student dictates summary of week's activities at the site. LC writes the summary. Student is to include adjectives and adverbs to make a more descriptive account.
	1. Language Building pp. 20-24 and 30-33 I. Weston Walsh Publishers Portland, ME 04104			The student may read and do exercises on pp. 20-24 and 30-33 in Language Building.
	2. English for Adult Living Mafex Associates, Inc. 90 Cherry Street Johnstown, PA			The student may read and do exercises on pp. 119-129 in English for Adult Living.
	3. Adventures in Practical English, pp. 28-30, 47-49 J. Weston Walsch Publishers			The student may read and do exercises on pp. 28-30 and 47-49 in Adventures in Practical English.

SUBJECT English/Communication CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.1.0: Grammar INTEREST AREA EC 1.1.3: Where are adverbs placed in a sentence?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list commonly used adverbs. The student will identify adverbs in preconstructed sentences. The student will compare adverbs which change the meaning of an adjective and verb by answering the questions: Where? How? When? and To what extent? The student will construct sentences using adverbs to modify verbs, adjectives and adverbs.	Teacher-developed worksheet.	X		LC constructs a story around a central theme emphasizing use of adjectives and adverbs. Students identify noun and verb through discussion, identify adjectives as modifying nouns, and adverbs as modifying verbs, adverbs and adjectives; or as answering where, how or when questions.
			X	Student constructs descriptive sentences about ten objects or activities viewed at the site. LC and student evaluate each sentence answering the questions "Where," "How," and "When," to deduce when adverbs may be added to the sentence to make each sentence more descriptive.
		X		The student writes a report telling about something that happened to them at the site. Tell the students to underline all the adverbs in the report.
	1. Language Building pp. 30-33 J. Weston Walch Publishers Portland, Maine, 04104			The student could read and do exercises on pp. 30-33 in Language Building.
	2. Adventures in Practical English - Shrader pp. 47-49 J. Weston Walch Publishers Portland, Maine 04104			The student could read and do exercises on pp. 47-49 in Adventures in Practical English.
	3. English for Every Day Mafex Associates, Inc. 90 Cherry Street Johnstown, PA 15902			The student may do exercises on pp. 49-54 in English for Every Day.

SUBJECT English/Communications CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.1.0: Grammar INTEREST AREA EC 1.1.4: What are the different verb tenses and when is each used?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list the principal parts of specified verbs: present, past and past participle.	Teacher-developed worksheets.		X	Select regular verbs from the student's daily list of activities with which the student can work. LC and student discuss the various parts of the verb. Write sentences: Dean works at Martin's. Dean worked at John's DX Dean has worked at the high school.
The student will identify irregular verb forms used in written material.	Teacher-developed worksheets			
The student will analyze a given paragraph to determine if the correct verb form has been used.		X	X	LC and student develop sentences around familiar verb such as run, i.e., "Today I will run to the site.", "Yesterday I ran to the site.", "I have run to the site before." Do this with several verbs to help the student see the form change.
The student will construct sentences that follow the rules of correct verb usage.			X	The student writes about the site, developing paragraphs around past activities, present activities and anticipated future activities. The Learning Guide is used to select future site activities.
	1. The New Streamlined English Series Skill Book 4 New Readers Press Box 131 Syracuse, NY 13210			The student could read and do exercises on pp. 34-37 in The New Streamlined English Series Skill Book 4.
	2. English for Every Day Mafex Associates, Inc. 90 Cherry Street Johnstown, PA 15902			The student could read and do exercises on pp. 65-84 in English for Every Day.
	3. English for Adult Living pp. 87-112 Mafex Associates, Inc. 90 Cherry St. Johnstown, PA 15907			The student may read and do exercises on pp. 87-112 in English for Adult Living.

SUBJECT English/Communications CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.1.0: Grammar INTEREST AREA EC 1.1.5: How does one determine the agreement of subjects and verbs?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify singular and plural nouns. The student will identify singular or plural verbs. The student will construct complete sentences using subjects and verbs that agree.	Teacher-developed worksheet illustrating nouns from the site. Student's Daily Activity List	X		LC lists several nouns on worksheet. Student states if each word is singular or plural. Use nouns from student's daily activity list to make worksheet.
		X	X	Use list of daily activities to select action words of verbs that end in "s." (Student explains that "s" at end of verb means singular and should be used with a singular subject.)
		X		Student selects 8 to 10 nouns from worksheet and writes good sentences illustrating the subject and verb agreement.
	1. English for Every Day Mafex Associates, Inc. 90 Cherry Street Johnstown, PA 15902			The student may read and do exercises on pp. 109-125 in English for Every Day.
	2. English for Adult Living - English Grammar Mafex Associates, Inc.			The student may read and do exercises on pp. 103-108 in English for Adult Living.

SUBJECT English/Communications CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.1.0: Grammar INTEREST AREA EC 1.1.6: What are contractions?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify contractions as two words combined to make one shorter word by removing one or more letters. Letter ommissions Apostrophe	Teacher-developed worksheet	X		LC writes several sets of words on worksheet - I will, we will, you will, he will, she will - with the contraction directly across from the words. Student states certain letters have been omitted to form the contraction. LC will use the term "apostrophe." Student determines that the apostrophe is used in place of the left-out letters.
			X	Student writes a sentence for each contraction on the worksheet. Encourage students to relate sentences to their experience site activities.
	1. The New Streamlined English Series Skill Book 4 New Readers Press Box 131 Syracuse, NY 13210	X		Student may read and do exercises on pp. 18-21 in The New Streamlined English Series Skill Book 4.
	2. English for Every Day Mafex Associates, Inc. 90 Cherry Street Johnstown, PA 15902		X	Student may read and do exercises on p. 158 in English for Every Day.

SUBJECT English/Communications CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.1.0: Grammar INTEREST AREA EC 1.1.7: What are abbreviations?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will contrast abbreviations to the regular word form to determine the difference.		X		LC writes common abbreviations on board with full word directly across the abbreviation. Student will state the difference between the two forms.
The student will describe abbreviations as short forms of words.			X	LC and student discuss words common to the student's site that could be written in abbreviated form, i.e., days of week on site, titles of people, measurement of time, articles specific to the site such as restaurant terms. Student writes abbreviation.
The student will compare the time it takes to write correct abbreviations to the time it takes to write the complete word and summarize the results.	Stop Watch	X		Student writes days of week in long form while LC times. Student writes abbreviations of same words while LC times. Encourage student to see the time savings and the need for less spelling knowledge.
	1. Today's Words - Schrader pp. 34-37 J. Weston Walch, Publisher Portland, Maine			The student may read and do exercises on pp. 34-37 in Today's Words.

SUBJECT English/Communications CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.1.0: Grammar INTEREST AREA EC 1.1.8: What are homonyms?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify the correct homonym to be used in printed material.	Teacher-developed worksheets	X		Student selects correct word for each sentence - I (red, read) the book. I told him (no, know). Did you (see, sea) the car? Student and LC discuss that the words sound alike.
The student will contrast the meanings for words in sets of homonyms.	Teacher-developed worksheets	X		LC and student read the homonyms and student responds with meanings, i.e., buy - by, peace - piece, here - hear.
The student will relate the definition of homonyms as words that sound alike but have different spellings and meanings.		X		
The student will integrate specified homonyms into a report about the experiences at the site.			X	Student and LC select five sets of homonyms that are applicable to the specific site, i.e., their - there, know - no, hear - here, etc. Student writes a short report about the site, correctly using each homonym; that is, I work at Hansen's, I went there today, I know how to run the saw.
	1. English for Adult Living English Grammar pp. 202-215 Mafex Associates, Inc. 90 Cherry St. Johnstown, PA 15907			The student may read and do exercises on pp. 202-215 in English for Adult Living.

SUBJECT English/Communications CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.2.0: Sentence Structure INTEREST AREA EC 1.2.1: What is a complete sentence, an incomplete sentence, a run-on sentence?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will generalize what makes a complete thought.	All sites	X		Show the student examples of sentence fragments. Student adds words to make sentences more meaningful.
Student will construct complete sentence using full thoughts.	Teacher-developed worksheet		X	Student will maintain a daily list of the job tasks they do or observe while at the site. Student will use each activity to construct sentences demonstrating complete clear thoughts with correct sentences. Rewrite the same paragraph with run-on sentences. Encourage the students to discuss the differences in the two forms.
The student will relate incorrect sentences from personal problems in making difficult decisions.				
	1. Teacher Reference: Careers for All (3 vols.) Benefit Press Westchester, IL			
	2. Student Reference: English for Every Day Mafex Associates 90 Cherry Street Johnstown, PA 15907			The student may read and do exercises on pp. 85-105 in English for Every Day.
	3. The New Streamlined English Series Skill Book 4 New Readers Press Box 131 Syracuse, NY 13210			The student may read and do exercises on pp. 50-53 in the New Streamlined English Series Skill Book 4.
	4. English for Adult Living English Grammar pp. 84-85 Mafex Associates, Inc.			The student may read and do exercises on pp. 84-85 in English for Adult Living.

SUBJECT English/Communications CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.2.0: Sentence Structure INTEREST AREA EC 1.2.1: What is a complete sentence, an incomplete sentence, a run-on sentence?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
Students will relate, in writing, their strengths and weaknesses to the occupation they wish to pursue.		X		LC will tell the following stories to the class: - International Teaching Tapes - Adventures in Success - Recorder #5-160 - International Teaching Tapes, Inc. Lakeland, Florida 33803 See Manual for reference to Tape #1. LC will discuss the story with the class using these guidelines: a. Briefly, what was the story about? (Direct recall) b. Why was this man successful? c. Does this story tell you anything about yourself? Briefly discuss strengths and weaknesses about yourself. Encourage students to openly discuss their own strengths and weaknesses. LC will distribute worksheet, A Look at Myself. Students will complete worksheet and return to teacher. Teacher will conduct class discussion using the last statement on the worksheet as its basis--"The way I plan to use my good points in the occupation I choose."

SUBJECT English/Communications CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.2.0: Sentence Structure INTEREST AREA EC 1.2.2: How does one write a complete sentence?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will construct complete sentences.	Teacher-developed worksheet	X		Give each student a list of appropriate occupational words to be learned during the week. Discuss the meanings of the words and the spelling similarities to words already known. Ask the student to use each of the spelling words in a sentence orally. Assist the student with this task and make sure that he/she does eventually come up with complete sentences. Then ask the student to write sentences, using each of the spelling words in a different sentence.
	1. The New Streamlined English Series Skill Book 4 New Readers Press Box 131 Syracuse, NY 13210			The student could read and do exercises on pp. 50-53 in The New Streamlined English Series Skill Book 4.

SUBJECT English/Communications CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.2.0: Sentence Structure INTEREST AREA EC 1.2.3: How does one punctuate a sentence?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab	Com	LEARNING ACTIVITY
The student will identify the necessary punctuation marks for a given paragraph. The student will compare the four types of sentences and apply the correct punctuation for each type of sentence. Declarative - statement Interrogative - question Imperative - command Exclamatory - exclamation	Teacher-made transparency	X X		The LC will point out the places where the student needs punctuation marks in his/her writing. Also call attention to the marks used in materials read by the student. Prepare a transparency of an experience story that was written by the student or one taken from some reading material used in the classroom. Do not put any of the punctuation marks in the story on the transparency. Have the student read through the story with the teacher and suggest where punctuation marks should be placed and which marks to use. As commas, periods, question marks and quotation marks are suggested by the student, place them in the story on the transparency. Read the story once through with the proper marks in it. Then erase the marks, leave the story projected and have the students copy the story on paper at their desks, putting in the punctuation marks as needed.
	1. Understanding English pp. 1-7 Frank E. Richards Publishing Co., Inc. Phoenix, NY 13155 2. More English That We Need pp. 1-23 Frank E. Richards			The student may read and do the exercises on pp. 1-7 of Understanding English. The student may read and do the exercises on pp. 1-23 of More English That We Need.

SUBJECT English Communications CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.2.0: Sentence Structure INTEREST AREA EC 1.2.5: What is a phrase?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will examine written phrases to determine that a phrase has no subject or verb.	Teacher-developed worksheet	X		LC constructs five to ten phrases on worksheet, i.e., at work, in the motel, across the street, in a chair, on the floor. The student generalizes the phrase is not a complete thought.
Student evaluates complete sentences with the phrase beginning the sentence to determine that each phrase is followed with a comma.	Teacher-constructed worksheet	X		LC and student discuss what must be done to make a full sentence. Student recognizes there is no subject or verb in a phrase. LC constructs sentences beginning with phrase using commas in the appropriate place, i.e., "Seeing the clean booth, Joan called her friend." "During rush hour, there are many people to be served." LC and student discuss placement of the phrase within the sentence and the need for a comma.
The student will construct full sentences using specific phrases about the experience site.	Teacher-constructed worksheet	X		LC constructs phrases specifically related to the student's site, i.e., restaurant, on the booth, at the counter, on the order, during rush hour, etc. Student and LC discuss ways to form a sentence for each phrase. Student uses each phrase to write a complete sentence.
	1. Today's Words pp. 93-99 J. Weston Walch, Publisher Portland, Maine			The student may read and do exercises on pp. 93-99 in Today's Words.

(Continued on next page)

SUBJECT English/Communications CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.2.0: Sentence Structure INTEREST AREA EC 1.2.4: When does one use capital letters?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
Student will identity words that need to be capitalized. Names of people Organizations and groups Days Months Holidays Name of Deity and Bible Cities, states Counties and other geographic names Titles Personal Pronoun (1) Beginning sentences Beginning salutations and closing in letters Words in outline Quotations	Teacher-developed worksheet Learning Guides All sites		X	Select words from the Learning Guide: name of business, resource person, days on site, contact person, product brand names. Student sorts selected words in similar groups. For example, people, days, etc. Encourage students to discuss when capital letters are used.
			X	Student writes a report in paragraph form to include the following information: 1. Name and describe co-workers and resource person 2. Days on site 3. Site full name and address Capital letters are to be used in the appropriate places.
The student will prepare a statement to answer specific questions about the site to illustrate the use of capital letters.	1. The New Streamlined English Series Skill Book 3 New Readers Press Box 131 Syracuse, NY 13210			Student could read and do exercises on pp. 14-17 in The New Streamlined English Series Book 3.
	2. English for Every Day Mafex Associates, Inc. 90 Cherry Street Johnstown, PA 15902			Student could read and do exercises on pp. 127-132 in English for Every Day.

SUBJECT English/Communications CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.2.0: Sentence Structure INTEREST AREA EC 1.2.6; What is a simple sentence?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify the subject and the verb in complete sentences.	Teacher-developed worksheet	X		LC constructs sentences with subject, verb and object. Student underlines or circles the verb and noun; that is, I wash dishes, John hit Jane, The dog chased the ball.
The student analyzes simple sentences to determine the object of the action.	Teacher-developed worksheet		X	LC constructs five to ten simple sentences related to the student's site, omitting the object in each sentence; that is, The children played, I rolled, Kim painted, The doll fell. Student identifies subject and verb. Discuss sentences not giving full thought. Student completes each sentence. LC encourages student to think about the questions What, Where or Whom to guide in sentence completion.
The student will construct simple sentences explaining the different work conditions at the experience site.				The student will include noun, verb and object to each sentence that is written to describe the work conditions.
	1. English for Everyday Stern - pp. 94-95 Mafex Associates, Inc. 90 Cherry Street Johnstown, PA 15902			The student may read and do exercises on pp. 94-95 in English for Every Day.
	2. English for Adult Living English Grammar - Parsky p. 129 Mafex Associates			The student may read exercises on p. 129 in English for Adult Living.
	3. Today's Word - Schrader pp. 102-105 I. Weston Walch Portland, Maine			The student may read and do exercises on pp. 102-105 in Today's Word.

SUBJECT English/Communications CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.2.0: Sentence Structure INTEREST AREA EC 1.2.5: What is a phrase?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(Continued)			
	2. The New Streamlined English Series Skill Book 4 New Readers Press Box 131 Syracuse, NY 13210			Student may read and do exercises on pp. 96-99 in The New Streamlined English Series Book 4.
	3. English for Adult Living English Grammar Mafex Associates, Inc.			The student may read and do exercises on pp. 157-172 in English for Adult Living.
	4. Today's Words - Schrader pp. 123-138 J. Weston Walch Publishers Portland, MA			The student may read and do exercises on pp. 123-138 in Today's Words.

SUBJECT English/Communication CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.2.0: Sentence Structure INTEREST AREA EC 1.2.8: What is a complex and a compound sentence?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify the simple sentences in a compound sentence. The student analyzes compound sentences to identify the connecting word. The student compares compound sentences to determine that a comma is needed before the connecting word. The student constructs compound sentences using correct simple sentences and the correct punctuation.		X		LC writes ten compound sentences. Student identifies subject and verb in the sentences - I like where I am but I am ready to change sites. I must go now, or I will be late for work. Do you like to work with children, or do you like to work in a restaurant? Through guided questions, student identifies each simple sentence and the fact that they are related in thought. Student uses same ten compound sentences to find the various connecting words in each sentence.
		X		LC and student discuss various forms of punctuation. Student circles punctuation present in the ten compound sentences. Discuss placement of the punctuation to note if there is a comma in front of each connecting word.
			X	Discuss, in detail, the activities the student has done or observed while at the site. Direct the student to describe these activities using compound sentences.
	1. Today's Words - Shrader pp. 144-147 J. Weston Walsh, Publisher Portland, Maine (Continued on next page)			The student may read and do exercises on pp. 144-147 in Today's Words.

SUBJECT English/Communications CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.2.0: Sentence Structure INTEREST AREA EC 1.2.7: What is the difference between an independent and a dependent clause?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The learner will be able to identify and write a simple sentence.	Teacher-made materials			The LC will demonstrate the four basic sentence structures of the simple sentence (S-V-O, S-LV-E, S-V-IO-O, S-V). Student will then be able to choose similar sentences from a given passage using these examples as a guide.
	1. Today's Words - Shrader J. Weston Walsh, Publisher Portland, Maine			The student may read and do exercises on pp. 139-144 in Today's Words.

SUBJECT English/Communications CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.3.0: Paragraph Development INTEREST AREA EC 1.3.1: What is a paragraph?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify paragraphs in a written story using indentation as the basic clue. The student will examine paragraphs to determine that each develops a complete thought. The student analyzes four paragraphs to identify the main thought of the paragraph.	Teacher-developed worksheet	X X	X	Use the Learning Guides to describe various career opportunities in the community. Student will identify the numbers of paragraphs in each article. Generalize that all new paragraphs are indented and that each paragraph talks about one idea or part of the career. Student will write a paragraph about something they would like to do. This may be in any area such as hobby, career or special interest. Tell student that the paragraph is to develop just one idea of their future plans.
	1. The New Streamlined English Series Skill Book 4 New Readers Press Box 131 Syracuse, NY 13210 2. Language Building Berman - pp. 85-106 J. Weston Walsh Portland, Maine 3. English for Adult Living English Grammar - Parsky pp. 179-181 Mafex Associates 90 Cherry Street Johnstown, PA			The student could read and do exercises on pp. 50-53 in The New Streamlined English Series Book 4. The student may read and do exercises on pp. 85-106 in Language Building. The student may read and do exercises on pp. 85-106 in English for Adult Living.

SUBJECT English/Communications CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.2.0: Sentence Structure INTEREST AREA EC 1.2.8: What is a complex and a compound sentence?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(Continued)			
	2. Language Building Berman - pp. 63-65 J. Weston Walsh			The student may read and do exercises on pp. 144-147 in Language Building.
	3. English for Everyday Stern - p. 60 Mafex Associates 90 Cherry St. Johnstown, PA 15902			The student may read the exercises on p. 60 in English for Everyday.

SUBJECT English/Communications CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.3.0: Paragraph Development INTEREST AREA EC 1.3.2: What are topic sentences and supporting sentences?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The students will construct paragraph stating why team work is necessary to produce certain materials, using correct indentation, spacing, grammar and clear sentences.		X		The LC and students will plan how to make a tissue flower according to an assembly-line method. The LC will assign the following duties: 1. First person will count out five sheets of tissue paper. 2. Second person will cut the tissue paper in half. 3. Third person will fold the tissue paper like a fan. 4. Fourth person will round off edges of each fan. 5. Fifth person will wrap floral wire around center of fan. 6. Sixth person will pull paper apart to make flower. Repeat project again, eliminating one worker to illustrate the incomplete results when one worker is absent from an assembly line. LC will encourage discussion of the differences between the two products.
		X		LC will discuss how to write a paragraph using proper indentation and spacing and organization of thoughts.

SUBJECT English/Communications CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.3.0: Paragraph Development INTEREST AREA EC 1.3.2: What are topic sentences and supporting sentences?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify the topic sentence as the main idea of the paragraph. Student will analyze a paragraph to determine the supporting sentences. The student will differentiate between topic and support sentences in written materials.	Teacher-developed worksheet	X		LC and student read three paragraphs. Student decides the main topic of each paragraph. Student indicates the sentence that first explained the main topic. LC and student discuss topic sentence as significant to paragraph development. Student rereads paragraph. Review topic sentence. LC and student discuss other sentences in the paragraph to conclude that they explain or support the idea in the topic sentence. All sentences are related to one idea.
			X	LC and RP develop three to five paragraphs. Each paragraph will specifically describe a specified job task comparable to a task analysis in paragraph form. Student underlines each topic sentence to see that all are relevant to the topic sentence.
	1. English for Adult Living English Grammar - Parsky pp. 181-201 Mafex Associates 90 Cherry St. Johnstown, PA			The student may read and do exercises on pp. 181-201 in English for Adult Living. Grammar.

SUBJECT English/Communications CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.4.1: Business Situations That Require Written Communications INTEREST AREA EC 1.4.1: What is a business letter?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify and list the seven parts of a business letter. The student will generalize from collected data the attributes sought in potential employees using a letter of inquiry and interviews to obtain the data.	Teacher-developed worksheets	X		Give each student three samples of business letters. The student compares the letters to find similar items such as inside address, date line, salutation. As the student identifies the similarities, write the correct name of the letter part on the board. Have the student copy the list beside the specified letter area.
			X	The student constructs a business letter to be sent to various personnel managers within the community. The student is to ask each manager what he feels are favorable abilities and characteristics of an employee.
			X	The student will also interview the RP to find what data they would look for in a prospective employee.
	1. Everday Reading and Writing pp. 141-161 New Readers Press Box 131 Syracuse, NY 13210			The student could read and do the exercises on pp. 141-161 in Everyday Reading and Writing.

SUBJECT English/Communications CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.3.0: Paragraph Development INTEREST AREA EC 1.3.3: What is an introductory, transitory and concluding paragraph?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The students will construct a paragraph(s) listing at least three requirements that would influence that career choice. Requirements would be education needed, abilities, and job training needed. The rules for grammar and clear sentences must be followed.	Career Information Reference Visitors to the room	X		LC has each student select a possible career which they will investigate. LC will discuss selection with each student, possibly set up some classroom visitors to explain job requirements.
		X		Students will prepare report in paragraph form on their career interest.
		X		Students will compare their abilities with requirements for a career or job choice. What is needed for job training, abilities, and education?

SUBJECT English/Communications CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.4.0: Business Situations That Require Written Communications INTEREST AREA EC 1.4.3: How does one order by mail?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will construct a business letter to order a specific item advertised in the newspaper		X		Student uses advertisement to select a desired item. LC and student overview samples of letters ordering merchandise to note the details that should be included; that is, color, number, quantity, etc.
		X		Discuss with student the importance of these details. Student writes the letter following correct business form, correct grammar, etc.
			X	Student interviews RP to determine the information necessary to order an item specific to the site or RP shows the student letters written by RP to order needed supplies for his business. In both activities, the student is to note the descriptive information needed to insure that the correct item(s) is received.
The student will construct a business letter to order a specific item in a catalog or magazine.		X		The student, with the help of the LC, will complete a mail order form found in a popular magazine. Attached will be a letter describing a "special request" that the buyer might have such as: "no second choice", "ship later because it is a Christmas gift", "I am unsure of your sizes. Please send the size to fit a 34 inch waist", or "Ship to one address, bill another".
			X	Using a department store catalog the student, with the help of the LC, will complete an order blank for a desired commodity.

SUBJECT English/Communications CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.4.0: Business Situations That Require Written Communications INTEREST AREA EC 1.4.2: How does one write a letter of complaint, of inquiry or a letter to a government official?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will construct a letter of inquiry using the correct business letter form. The student will construct a letter of complaint using the correct business letter form and displaying courtesy to be evaluated by the RP. The student will construct a letter to a state or federal government official using the formal business letter form, appropriate saluation, complete sentences and correct grammar.			X	Student interviews RP to determine the type of information needed in a letter of inquiry to insure adequate answers.
			X	Student writes a letter of inquiry to RP seeking information specific to that experience site; that is, restaurant to plan a party, furniture store seeking information about style or design.
			X	Student will interview RP to find their reaction to various approaches used in a letter of complaint. LC and student will identify the questions to be asked in the interview; that is, "How do you feel about a letter when the writer is rude?" "Do you try to help the customer if it's possible?"
	1. Everday Reading and Writing pp. 141-161 New Readers Press Box 131 Syracuse, NY 13210			The student could read and do the exercises on pp. 141-161 in Everyday Reading and Writing.

SUBJECT English/Communication CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.4.0: Business Situations That Require Written Communication INTEREST AREA EC 1.4.4: How does one fill out business forms?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will describe business forms with which he/she has been involved. The student will compare business forms to determine similarities in the types of information requested on each form. The student will examine business forms used at the experience site to determine the information necessary for completion. The student will organize the necessary data to complete three business forms with accurate information.	Several different business forms - 1. Change address 2. Reapplication for social security card 3. Bank forms 4. Catalog order forms 5. Charge card application	X		LC and student discuss term "business form" and relate to bank forms, order forms and application forms. LC presents the various forms to the student. Student will list those words that are found on all forms. If student cannot read these words, time should be given to vocabulary study.
			X	Student will discuss with the RP the forms used in business operation of the site. Particular interest is given to those forms that relate to the occupation in which the student in participating; that is, order for supplies, wage/hour records, orders for repair, etc.
			X	LC or RP and student discuss vocabulary on three forms chosen by student. Student completes each form for evaluation by RP or LC.
	1. Everyday Reading and Writing pp. 59-72 New Readers Press Box 131 Syracuse, NY 13210			Student may read and do exercises on pp. 59-72 in Everyday Reading and Writing.
	2. English for Adult Living English for Employment-Parsky pp. 31-47 Mafex Associates 90 Cherry St. Johnstown, PA			The student may read and do exercises on pp. 31-47 in English for Employment.

SUBJECT English/Communications CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.4.0: Business Situations That Require Written Communications INTEREST AREA EC 1.4.3: How does one order by mail?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
CONTINUED				
	1. Everyday Reading & Writing pp. 141-161 New Readers Press Box 131 Syracuse, NY 13210			The student could read and do the exercises on pp. 141-161 in Everyday Reading and Writing.
	2. Adventures in Practical English pp. 108-110 J. Weston Walch Portland, Maine 04104			The student may read exercises on pp. 108-100 in Adventures in Practical English.
	3. English for Everyday pp. 179-189 Stern Mafex Associates 90 Cherry Street Johnstown, PA			The student may read and do exercises on pp. 179-189 in English for Everyday.
	4. English for Adult Living English in the Media Parsky - pp. 327-336 Mafex Associates			The student may read and do exercises on pp. 327-336 in English for Adult Living.

SUBJECT English/Communications CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.4.0: Business Situations That Require Written Communication INTEREST AREA EC 1.4.6: How does one address envelopes?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify the information needed to correctly address an envelope.	Addressed legal-size envelopes.	X		LC gives student three envelopes to overview. Discuss what is present on the envelope; that is, return address, complete address with zip code, etc.
Student will justify the need to include the zip code in terms of delivery.			X	Student will visit post office and talk to postmaster to determine significance of zip code. Identify that zip code allows for machine sorting and thus no delay for hand sorting.
The student will prepare two envelopes for mailing purposes including all the needed facts on the envelope.			X	LC gives student two envelopes to address. One should go to RP's business address and one to LC's business address. Discuss where student could find zip code information if this is unknown. Mail the envelopes and check to see if they reach destination.

SUBJECT English/Communications

CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.4.0: Business Situations That Require Written Communications

INTEREST AREA EC 1.4.5: How does one write a summary report?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will describe a summary report of progress in a given situation.	EBCE Learning Coordinator	X		LC and students discuss "summary report" as used in EBCE. Students look at a sample of "Learning Coordinator's Site Visit Report Form" to see how some forms are used to describe action that has taken place.
Student will examine summary reports used in business situations.	Resource Person who can Xerox samples of: End of Year Reports Messages written by auditors	X	X	LC can obtain copies of forms from RPs; Xerox for class use and help students to read the samples. Attempt to emphasize the fact that there are several types of summary reports.
Student will list five steps important for writing a summary report.	Camera-Ready Forms EBCE-MD Iowa Central Community College			LC and student read text for ideas and suggestions for these reports.
Students will write a one page summary report.	Learning Coordinator Site Visit Report Form p.___ English for Adult Living Mafex Associates 90 Cherry Street Johnstown, PA	X	X	After completing one EBCE placement, student will write a one page summary of this "experience".

SUBJECT English/Communications CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.5.0: Social Situations That Require Written Communications INTEREST AREA EC 1.5.1: What is a personal letter?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list people to whom a personal letter can be sent. The student will identify what information is needed to send a personal letter. The student will construct a personal letter.	Student prepared material	X		The student lists people to whom he/she could send a personal letter (i.e., grandparents, cousins, friends). The student will explain to the LC what information is necessary to send a personal letter (name, zip code, address). The student chooses a friend or relative who resides out of town, constructs a personal letter (with all needed information) and shows LC the reply letter. The student letter will follow the recommended format of a friendly letter using correct format and punctuation.
	1. Everyday Reading and Writing New Readers Press Box 131 Syracuse, New York 13210 2. English for Every Day Mafex Associates, Inc. 90 Cherry Street Johnstown, PA 15902			Student may read and do exercises on pp. 39-57 in Everyday Reading and Writing. Student may read and do exercises on pp. 166-172 in English for Every Day.

SUBJECT English/Communication CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.5.0: Social Situations That Require Written Communication INTEREST AREA EC 1.5.2: How does one write a friendly letter, a letter of invitation or a letter of thanks?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will write a friendly letter.	Student-prepared material	X		The student, in discussion with LC, will explain when a friendly letter is appropriate, whom it can be sent to and what sort of information is included. Student will construct, following the rules of letter writing, a friendly letter to someone of his/her choice.
The student will write a letter of invitation.		X		Student explains the need for letters of invitation and how they are constructed (including all pertinent information). The student will then write a letter of invitation to a relative inviting them to his/her graduation reception.
The student will write a letter of thanks.		X		The student will write a letter thanking a relative for a gift on his/her birthday.
			X	Following completion of a site placement, the student will write a thank-you letter to the Resource Person.
	1. English for Every Day Mafex Associates, Inc. 90 Cherry Street Johnstown, PA 15902			Student may read and do exercises on pp. 173-175 in English for Every Day.
	2. Everyday Reading and Writing Part 2 New Readers Press Box 131 Syracuse, New York 13210			Student may read and do exercises on pp. 52-57 in Everyday Reading and Writing.

SUBJECT English/Communication CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.5.0: Social Situations That Require Written Communication INTEREST AREA EC 1.5.3: How does one write a sympathy letter?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will explain the purpose of sympathy letters. The student will construct a letter of sympathy.	Student-prepared material	X		The student will list, with the help of the LC, some reasons why one should send a letter of sympathy to someone who has lost a loved one. The student will construct a letter of sympathy to someone (imaginary or real) who has lost someone close to them through death. The student will pay close attention to word choice and tone.

SUBJECT English/Communication

CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.5.0: Social Situations That Require Written Communication

INTEREST AREA EC 1.5.4: How does one write postcards?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will explain the advantages and disadvantages in using the postcard.	Student prepared material.	X		The student will discuss with the LC the advantages and disadvantages in using postcards (size, cost, lack of privacy).
The student will write a postcard.		X		The student will construct a postcard written to a relative or, if the student were on vacation, describe what he/she has done and seen (the student can choose a favorite vacation spot).
			X	The student will write a postcard to the current RP expressing the student's feelings about the experiences at the site. The RP will evaluate the card in terms of sentence clarity and legibility communicating this information to the LC.

SUBJECT English/Communication CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.5.0: Social Situations That Require Written Communication INTEREST AREA EC 1.5.5: How does one keep a diary?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will explain reasons why a diary is a good device with which to record one's life.	Student prepared material.	X		The student, in discussion with LC, will list reasons why it can be fun, as well as important, to keep a diary of life's events and one's feelings about those events.
The student will keep a diary of day-to-day happenings.			X	The student will choose or construct a diary and record each day's events that occur while at the site. Encourage the student to include his/her feelings about each recorded event.

SUBJECT English/Communication CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.6.0: Cursive Writing: Mechanics INTEREST AREA EC 1.6.1: How does one transcribe manuscript writing into legible cursive writing?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student compares manuscript letters and cursive letters to determine similarities.	Teacher developed worksheets	X		The student studies worksheets depicting manuscript and cursive letters. Student and LC discuss letters that are similar (i.e., c, oo, aa.) The student practices familiar letters. As the student writes, stress the use of curved lines in each letter.
The student examines cursive letters to find other letters made with similar strokes.	Teacher developed worksheets	X		The student again uses worksheets depicting cursive letters to identify similar letters that loop above the line (i.e., l, b, k, h; letters which loop below the line, g, j, y, q.) Have the student practice the individual letters.
The student distinquishes between strokes used to connect cursive letters to determine if the line comes from the top of the letter or curves down to the base line.	Student prepared material	X		When student is familiar with cursive letters LC demonstrates how letters are joined together to form words. Student starts by connecting 3-4 letters (i.e., lll, mmm, www, ooo.) LC must emphasize position of the connecting line from the top or bottom of the letter. LC writes words for student to copy. As student writes words again,emphasize the correct form for connecting letters to make sure o & d; v & u are not confused.

SUBJECT English/Communication CONCEPT EC 1.0.0: Writing

SUBCONCEPT EC 1.6.0: Cursive Writing: Mechanics INTEREST AREA EC 1.6.1: How does one transcribe manuscript writing into legible cursive writing (continued)?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student prepares a report in legible cursive writing to describe personal values which may affect career decision.			X	LC and student discuss values that are important to the student. Uses cursive writing to prepare a short report how these values will affect decisions. LC should assist with spelling and stress legibility of the report. Encourage the student to compare the site to personal values; note which values are present.
	The New Streamlined English Series - Skill Book 4. New Readers Press Box 131 Syracuse, NY 13210			The student may do exercises on pp. 78-79 in The New Streamlined English Series - Skill Book 4.

SUBJECT English/Communication CONCEPT EC 2.0.0: Speaking

SUBCONCEPT EC 2.1.0: Appropriate Language INTEREST AREA EC 2.1.1: What is the difference between formal and informal language?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list examples of formal and informal language.	Student prepared material		X	The student will listen to various sources of speaking (friends, teachers, newscasters, radio and TV). He/she will then list ten examples of formal language and ten examples of informal language.
The student will explain the difference between formal and informal language.		X		The student will present and explain examples of formal and informal language to LC. He/she will then discuss how each word's meaning or voice tone affects the listener.
The student will evaluate the use of formal and informal language.		X		The student will evaluate how and when formal and informal language should be used in situations. (Example: informal language with friends and at home; formal language for speeches and with newly-met people).
			X	The student will observe co-workers at the site to determine whether formal or informal language is most often used in communication with the foreman, manager or other co-workers.

SUBJECT English/Communication CONCEPT EC 2.0.0: Speaking

SUBCONCEPT EC 2.1.0: Appropriate Language: INTEREST ARE EC 2.1.2 How does one use the vocabulary appropriate to the experience site?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list words used on the experience site.	Student prepared material		X	The student will make a daily list of words heard at the experience site, that are unfamiliar. He/she will find the meaning of these words and explain to the LC how they are used on the experience site.
The student will describe the kind of language used on the experience site.			X	The student will describe the language used on the experience site (using daily notes as evidence), how it is used, its effectiveness, and if it is appropriate to the situation.
The student will evaluate the language used on the experience site.			X	The student will evaluate how well the language does its job on the work site (i.e., does the language help communication, does it hinder it, how could it be changed if it does not work).
			X	The student will overview the Learning Guide to list unfamiliar vocabulary words. The student is to define these words through experiences at the site.

SUBJECT English/Communcation CONCEPT EC 2.0.0: Speaking

SUBCONCEPT EC 2.2.0: Clarity and Diction INTEREST AREA EC 2.2.1: How does one organize and speak their thoughts clearly?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will describe an organizational outline for speaking.	Student prepared material	X		The student, with assistance from the LC, will research various organizations for clear thinking and how it relates to clear speaking. (i.e., doing a task analysis on tying a shoe lace will help the student organize the way he/she think.)
The student will evaluate how effective someone speaks or how well they organize their thoughts.			X	The student will write a critique on a TV show or broadcaster telling why or why not the guest was effective. The student should consider voice, vocabulary and facial expression.
			X	The student will critique him/herself on how effectively he/she communicates. (listing strengths and weaknesses).
			X	The student will interview the RP to list the items the RP considers significant in self-expression.
	Communications J. Weston Walsh, Pub. Portland, MA 04140			Student may read and do exercise on pp. 33-42 in the workbook Communications.

SUBJECT English/Communication CONCEPT EC 2.0.0: Speaking

SUBCONCEPT EC 2.2.0: Clarity and Diction INTEREST AREA EC 2.2.2: How does one share experience with others in understandable speech?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list the characteristics of effective speech.	Student prepared material	X		The student will, using various sources of information (friends, parents, teachers, TV) list some properties of good verbal communication.
The student will be able to tell the difference between effective and ineffective speech.		X		The LC will write two scripts on the same topic, one will be confusing and unclear on both facts and delivery; the other will be clear, direct and factual. Student will evaluate the two examples and explain why one is more effective than the other.
			X	The student will tell of someone who has influence on him/her while at the site. Encourage the student to include reasons and personal feelings about this influential person.
	Communications J. Weston Walsh, Pub. Portland, MA 04140			Student may read and do exercises on pp. 33-42 in the Communications.

SUBJECT English/Communication CONCEPT EC 2.0.0: Speaking

SUBCONCEPT EC 2.3.0: Application INTEREST AREA EC 2.3.1: How does one make introductions?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list the necessary information that should be contained in a good introduction.	Student prepared material.	X		The student will list, with help from the LC, the necessary information present in a good introduction for various situations (i.e., two persons equal in age and sex, older man to younger woman, and man to woman). For additional experience the LC may reverse the above situations.
The student will describe how one should introduce oneself to a stranger.		X		The student will practice introduction to a person of varying imaginary identities.
The student will introduce one person to another.		X		The student will, using the LC as role playing partner, practice introducing himself/herself to a prospective job interviewer, an employer, and a co-worker.
			X	With the aide of the RP, the student will practice making introductions among co-workers at the site. The RP will evaluate the introductions and convey this information to the LC.

SUBJECT English/Communication CONCEPT EC 2.0.0: Speaking

SUBCONCEPT EC 2.3.0: Application INTEREST AREA EC 2.3.2: How does one make announcements and give explanations?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will explain how an announcement is given and will practice doing so.	Student prepared material	X	X	The student will explain the purpose of an announcement and practice making such an announcement as changing the coffee break time, rotating of co-workers to a new job, hiring a new employee.
The student will explain the need for clarity and factualness in giving explanations.		X		The student will explain how to make personal reasons for doing something clear to the listener. (i.e., telling an interested listener why he/she wishes to work at that work site, or telling the LC why he/she does not like a particular work site.)
			X	In the presence of the RP, the student will explain the operating procedure for a specific machine or process at the site.
	1. Adventures in Practical English J. Weston Welch, Pub. Porland, MA 04104			Student may read and do activities on pp. 10-12 in Adventures in Practical English.
	2. Communications J. Weston Welch, Pub. Portland, MA 04104			Student may read and do exercises on pp. 33-36 in Communications.

SUBJECT English/Communication CONCEPT EC 2.0.0: Speaking

SUBCONCEPT EC 2.3.0: Application INTEREST AREA EC 2.3.3: How does one give directions?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list the necessary information that should be included in directions.	Student prepared material	X		The student will list the kind of information that is needed in a set of directions (i.e., starting point, route or method of operation, and ending point).
The student will give directions.		X		The student will give verbal directions on how to get from the school to the experience site, to the home, to the courthouse, to the post office.
		X		The student will explain, verbally, how to change a flat tire, how to assemble a plastic model.
			X	The student and LC will go to the experience site for a prearranged appointment with the RP. While at the site, the student will explain one of the tasks with which he/she has become involved. The LC will attempt to do the specific task following student's directions. The RP will evaluate and correct the student when needed.

SUBJECT English/Communication CONCEPT EC 2.0.0: Speaking

SUBCONCEPT EC 2.3.0: Application INTEREST AREA EC 2.3.4: How does one ask for directions and help?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list the necessary information that should be included when asking for directions.	Student-prepared materials	X		The student will list information he/she should ask for when seeking directions, i.e., how far, what direction, what route.
The student will ask for directions.			X	The student will ask directions to a specific address in the local community from a gas station attendant.
The student will list the information needed when asking for help and practice asking for help.		X		The student will prepare all information needed when asking for help because of auto trouble. Student will practice asking for assistance in this situation.
			X	The student will verbally give directions to various locations within the site. The LC will write these directions and show them to the RP for evaluation.

SUBJECT English/Communication CONCEPT EC 2.0.0: Speaking

SUBCONCEPT EC 2.3.0: Application INTEREST AREA EC 2.3.4: How does one ask for directions and help?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list the necessary information that should be included when asking for directions.	Student-prepared materials	X		The student will list information he/she should ask for when seeking directions; i.e., how farm, what directions, what route.
The student will ask for directions.			X	The student will ask directions to a specific address in the local community from a gas station attendant.
The student will list the information needed when asking for help and practice asking for help.		X		The student will prepare all information needed when asking for help because of auto trouble. Student will practice asking for assistance in this situation.
			X	The student will verbally give directions to various locations within the site. The LC will write these directions and show them to the RP for evaluation.

SUBJECT English/Communication CONCEPT EC 2.0.0: Speaking

SUBCONCEPT EC 2.3.0: Application INTEREST AREA EC 2.3.5: How does one conduct an interview?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list the information that must be known before an interview has taken place, the behavior the student should exhibit during the interview and postinterview behavior.		X		The student will list the information he/she should know before an interview (home address, home phone number, social security number, past employment, locations and dates).
The student will be involved in an interview.		X		The student and LC will discuss positive behavior that he/she should exhibit during the interview (neatness, politeness, etc.)
		X		The student will list behaviors he/she could have offered after the interview (thanking interviewer, calling to find out progress).
		X		The student, with help from the LC or other students, will practice interviewing (role-playing employer and prospective employee).
			X	The student will interview the RP or Personnel Manager at the site to determine the behavior they prefer during an interview.
	1. English for Adult Living English for Employment Mafex Associates, Inc. Box 519 90 Cherry Street Johnstown, PA 15907			Student may read and complete exercises on pp. 78-79 in English for Adult Living and English for Employment.

SUBJECT English/Communication CONCEPT EC 2.0.0: Speaking

SUBCONCEPT EC 2.3.0: Application INTEREST AREA EC 2.3.6: How does one describe a person, place, object or situation?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list the important adjectives that can be used to describe something.	Student-prepared material	X		The student will list groups of adjectives to describe a person, place, object or situation. Ex. - color, shape, dimensions
The student will describe a person, place, object and situation.		X		The student, with aid from the LC, will tell a story, describing the characters, setting mood and action of the story.
		X		The student will describe a friend's face, personality and his/her home.
			X	The student will record the physical description of three coworkers. Encourage accuracy and detail that will assist the LC in recognizing these three people.
			X	The student will describe the site building, making sure to include all facts needed for visual recognition.
	1. Adventures in Practical English J. Weston Welch, Pub. Portland, MA 04104			Student may read and do exercises on pp. 7-9 in Adventures in Practical English.

SUBJECT English/Communication CONCEPT EC 2.0.0: Speaking

SUBCONCEPT EC 2.3.0: Application INTEREST AREA EC 2.3.7: How does one use the telephone?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list the uses of the telephone.	Student prepared material	X		The student will list the reasons why a telephone can be valuable.
The student will explain how one should use the telephone.		X		The student will explain how to use the telephone to its best advantage (i.e., clear idea of what is to be said, clear speaking voice). The student will explain how to operate the telephone.
The student will describe how to make "special purpose" phone calls.		X		The student will describe and then practice using the telephone for long-distance calls (with and without the operator), collect long-distance calls, long-distance calls charged to a third phone, and credit-card phone calls.
				The student will observe the RP's use of the phone. He/she will then ask the RP to explain how the telephone assists in business at the site.
	1. English for Adult Living English for Employment Mafex Associates, Inc. Box 519 Johnstown, PA 15907			The student may read and do exercises on pp. 251-258 in English for Adult Living - English for Employment.

SUBJECT English/Communication CONCEPT EC 2.0.0: Speaking

SUBCONCEPT EC 2.3.0: Application INTEREST AREA EC 2.3.8: How does one participate in group discussions?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list the characteristics of an effective discussion.	Student prepared material	X		The student will make a list of some important positive aspects of a good discussion. (i.e., equal participation, an acceptance of the rules of communication (a sender, a message and a receiver), and a set of rules for discussion).
The student will participate in a discussion group.		X		The student will participate in a discussion group (with other students) concerning a topic of interest acceptable to all involved. Topic could include: dating, work, smoking or drugs.
	Adventures in Practical English J. Weston Welch, Pub. Portland, MA 04104			The student may read and do exercises suggested on pp. 4-5 in Adventures in English.

SUBJECT English/Communication CONCEPT EC 2.0.0: Speaking

SUBCONCEPT EC 2.4.0: Special Techniques INTEREST AREA EC 2.4.1: How does one learn public speaking?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list the characteristics of an effective public speaker.	Student prepared materail		X	The student will, with help from the LC and watching other speakers in person, list the major characteristics of a good public speaker.
The student will describe how to prepare for and write an effective speech.		X		The student will choose a topic, do reading on that topic, take notes, and then with the help of the LC, write a 3-5 minute presentation.
The student will present a speech to an audience.			X	The student will give a 3-5 minute presentation on a topic of his/her choice, using accepted and useful material.
	1. Adventures in Practical English J. Weston Welch, Pub. Portland, MA 04104			Student may read and do exercises on pp. 1-18 in Adventures in Practical English.

SUBJECT English/Communication CONCEPT EC 2.0.0: Speaking

SUBCONCEPT EC 2.4.0: Special techniques INTEREST AREA EC 2.4.2: How does one give a demonstration?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list the characteristics of a worthwhile demonstration.	Student prepared material	X		The student will list the characteristics of an effective demonstration. He/she will use readings and help from the LC as the basis for the list.
The student will choose a process for demonstration and organize a plan to show how the process works.			X	The student will choose a topic for demonstration (i.e., how to change a tire, how to bake a cake, how to use a chainsaw) investigate the topic, and prepare a plan of demonstration.
The student will demonstrate a process.			X	The student will present a demonstration of his/her choice, following all the rules of effective public presentation.
	1. Adventures in Practical English J. Weston Welch, Pub. Portland, MA 01404			The student may read and do exercises on pp. 6-7 in Adventures in Practical English.

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.1.0: Comprehension INTEREST AREA EC 3.1.1: How can one identify the main ideas in written passages?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify the main ideas of a short written passage.	Student/teacher prepared material.	X		Student, when presented with a list of ten sentences, will be asked, "Think of other ways to say each sentence and not change its meaning." The student will recognize the pattern of development for each sentence and present a sentence (either orally or graphically) that matches the beginning sentence pattern and has same approximate meaning.
The student will identify the main ideas or image of a longer written passage.				The student, given an oral reading by the LC, will tell the LC the answer to "What picture in your mind did this give you?" This approach will give the student a handle on the whole passage. The student will determine the main idea of a short story or novel. The student should decide whether title is adequate or not; he/she could create a new title for the story.
	1. Adventures in Practical English. J.Weston Welch, Pub. Portland, MA 04104			Student may read and do exercises on pp. 89-98 in Adventures in Practical English.

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.1.0: Comprehension INTEREST AREA EC 3.1.2: How can one judge the importance of details?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list important and nonimportant details of a story. The student will describe how a writer uses details.	Student prepared material	X		The student, given a story orally or having read it himself, will list the details that have a vital influence on the outcome and those which do not affect the story to a great degree. The student will describe in discussion with LC how an author uses appropriate details to "move" a story to a satisfying result. To help the student understand the importance of the story, the LC could delete important events from the story and ask the student to trace the action. Reversing this procedure will help the student comprehend the flow of events in a story.

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.1.0: Comprehension INTEREST AREA EC 3.1.3: How can one find the answers to questions?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify the information that is needed to answer a question.	Student prepared material.	X		The student will, when given a short list of questions, identify what information is needed to answer them and will determine where this information can be found.
The student will analyze a question with a critical eye.		X		The student will analyze a question and cast a careful eye to its appropriateness. The student will re-word the question to make it ask for the desired information in a clear manner.

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.1.0: Comprehension INTEREST AREA EC 3.1.4: How can one summarize a paragraph or part of a story?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify the main idea (or ideas) of a story.	Teacher/student prepared material.	X		The student, when given a story or part of a story, will identify its main idea or ideas. Student will offer logical evidence for choosing these particular ideas.
The student will summarize a written passage.		X		Student will use the main ideas of a written passage to use as a device to summarize the story or part of a story. The student will defend his choice of summary details.
			X	The student will summarize a newspaper story or editorial as if he/she would be reading the story on a radio news program. Student should include a title and a short pre-broadcast announcement.

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.1.0: Comprehension INTEREST AREA EC 3.1.5: How can one outline the plot and structure of a written passage?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will explain the structure and parts of a good outline.	Teacher/student prepared material.	X		The student will identify and explain how an outline is structured (either a sentence or phrase outline could be used). The student will explain what purpose an outline serves.
The student will explain how to translate a story's plot and structure into an outline.		X		The student will explain how to "fit" a story, plot and structure into outline form.
The student will organize a written passage into outline form.			X	The student will use a written passage (instruction manual or employee's benefit manual from experience site) and translate the information presented into outline form.

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.1.0: Comprehension INTEREST AREA EC 3.1.6: How can one make inferences from reading material?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student, when provided with a set of written facts, will draw an appropriate conclusion. The student will make generalizations based on specific details. The student will interpret the emotional effect of a written passage.	Example: Sam graduated from a high school in northern Iowa last year. He bought a 10 year old car because of his limited income. Sam lived three miles from work and used the car to get him to and from work. The car ran satisfactorily most of the time; however, he had a hard time getting it started sometimes. During the month of December he was late for work five days in a row. What do you think was the cause?			The student, given specific details, will form an appropriate conclusion regarding those details. The student will, with assistance from the RP, poll the employees at the experience site. Questions may be asked about the employee's age, education, number of years at the job, previous employment. Student will draw some general statements concerning the data obtained. The student will identify for the LC how the student felt after reading a given passage. The student will also identify what details, taken together, triggered that particular emotional response.

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.2.0: Application: Use of Comprehension Skills in Everyday reading INTEREST AREA EC 3.2.1: How does one choose appropriate reading material for information and for pleasure?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify their purpose in selecting given reading material and will be able to select reading material that will meet that purpose.	Student prepared material.		X	The student will identify his/her purpose in choosing a particular kind of reading material by answering questions: "Do I want to find information about a topic in which I am interested? Do I want to find something to read to fill my free time?" If student answers yes to the first questions, further questions present themselves: "What information do I want? Under what general category may it be found? What resources are available that will have information about this subject? Can it be found in the school library?" If the answer to question two above is yes, some further questions need to be asked: "What kinds of fiction or non-fiction books are of interest to me? How difficult or easy should the reading material be? Where can I obtain these books or other kinds of materials?"

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.2.0: Application INTEREST AREA EC 3.2.2: How does one read and follow a series of instructions?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify the reasons instructions have to be clear. The student will read and follow a set of instructions.	Teacher/student prepared material.			The student will explain the importance of clear instructions and will be asked to give instructions for doing task at the job site. The RP and LC will provide assistance as needed. The LC will obtain a set of instructions that identifies the procedures used in operating a machine at the experience site. Student will follow instructions and operate the machine with the supervision of the RP and LC.
	1. Everyday Reading and Writing (part 2) New Readers Press Box 131 Syracuse, NY 13210			The student may read and do exercises on pp. 205-228 in Everyday Reading and Writing Part 2.
	2. English for Adult Living English for Employment Matex Associates, Inc. Box 519 Cherry Street Johnstown, PA 15907			The student may read and do exercises on pp. 329-390 in English for Adult Living English for Employment.

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.2.0: Application INTEREST AREA EC 3.2.3: How does one read and understand signs?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will describe frequently used signs.	Teacher/student prepared material.		X	The student will make a list of common signs in the community and construct a bulletin board showing these signs.
The student will read and understand signs.		X		The student will be able to read and correctly identify the purpose of common signs. A worksheet or field trip may be used to determine the student's level of competence.
	1. Everyday Reading and Writing (Part 2) New Readers Press Box 131 Syracuse, NY 13210			The student may read and do exercises on pp. 5-20 in Everyday Reading and Writing (Part 2).

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.2.0: Application INTEREST AREA EC 3.2.4: How does one read personal and business papers?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list examples of common personal and business papers.	Teacher/student/parent/RP selected material		X	The student will, with the help of the LC, the parents, and the RP, list common personal and business papers. Example: tax papers, receipts, rental agreements, and report cards.
The student will be able to read and demonstrate comprehension of common personal and business papers.		X		Student will read selected personal or business papers to the LC and identify the meaning of what is read.
	1. Everyday Reading and Writing New Readers Press Box 131 Syracuse, NY 13210			Student may read and do exercises on pp. 58-59 in Everyday Reading and Writing.

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.2.0: Application INTEREST AREA EC 3.2.5: How does one read road maps?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify the meaning of symbols used on road maps.	Teacher/student prepared material.			LC will prepare a worksheet presenting symbols commonly used on most road maps. The student will explain the meaning of the symbols.
The student will read a road map.				The student will plan a trip within Iowa. The following information will be provided: Where is the starting and ending point? What route will be taken? What direction will be traveled? What are the town and cities that will be passed through? What is the population of the cities and towns? How many total miles will be traveled? How many miles between each town?
	1. Everyday Reading and Writing New Reader Press Box 131 Syracuse, NY 13210			The student may read and do exercises on pp. 187-204 in Everyday Reading and Writing.
	2. Road Map Math Central Iowa Mathematics Project Iowa Department of Public Instruction			The student may read and do exercises on pp. 1-33 in Road Map Math.

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.2.0: Application INTEREST AREA EC 3.2.6: How does one read a newspaper?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify and describe the parts of a newspaper.	Student prepared material			The student will be able to label the sections of a given newspaper and describe the functions of each section.
The student will be able to identify the position taken in an editorial.				The student will select an editorial and identify the point of view of the author.
The student will be able to obtain specified information from reading the newspaper.				The student will read the front page of the newspaper and write a one or two sentence summary of each story.
	1. English for Adult Living English in the Media Matex Associates, Inc. P. O. Box 519 Johnstown, PA 15907			The student may read and do exercises on pp. 8-24 in English for Adult Living - English in the Media.
	2. Everyday Reading and Writing New Readers Press Box 131 Syracuse, NY 13210			The student may read and do exercises on pp. 1-38 and pp. 93-110 in Everyday Reading and Writing.
	3. Newspaper Workshop: Understanding Your Newspaper Globe Book Co., Inc. 175 Fifth Avenue New York, NY 10010			Provide good background and factual information for the student in All Aspects of Newspaper.

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.2.0: Application INTEREST AREA EC 3.2.7: How does one read a schedule?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list the information that is included on a given schedule.	Student prepared material	X		The student will make a list of all necessary information that should be included on a train schedule. Examples: departure, arrival and train numbers.
The student will construct a personal schedule of his/her daily activities.			X	The student will design a daily schedule of his/her activities. This may include: work time, leisure time, school time and study time.
The student will examine and interpret a travel schedule.			X	The student will plan a trip requiring air travel. The Student will read a plane schedule to determine arrival and departure times.

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.2.0: Application INTEREST AREA EC 3.2.8: How does one read publications for shopping information?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will examine publications that advertise shopping information.	Student prepared materials			The student will search out and bring to the LC some examples of useful shopping information that occurred in a local publication. The student will clip a number of advertisements from local publications and figure the amount of savings he/she could garner if the items were purchased at sale prices.
	Using the Want Ads Janus Book Publishers Hayward, California			The student may read and do exercises on p. 59.
	English In The Media Mafex Associates, Inc. Box 519 Johnstown, PA 15907			The student may read and do exercises on pp. 84-88 and pp. 88-98.
	Everyday Reading and Writing New Readers Press Box 131 Syracuse, NY 13210			Student may read and do activities on pp. 32-36 in Everyday Reading and Writing.

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.2.0: Application INTEREST AREA EC 3.2.9: How does one read sports information?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify sources of sports information. The student will read an example of sports information.	Student prepared material.			The student will identify sources of sports information. Examples: newspapers, magazines and books. The student will research and write about a sports personality of his/her choice. The student will keep track and graph the successes or failures of a professional team.
	1. Newspaper Workshop: Understanding your Newspaper Globe Book Co., Inc. 175 Fifth Avenue New York, NY 10010			Student may read and do exercises on pp. 61-80 in Newspaper Workshop.
	2. English for Adult Living - English in the Media Mafex Associates, Inc. Box 519 Johnstown, PA 15907			Student may read and do activities on pp. 48-50 in English for Adult Living - English in the Media.

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.2.0: Application INTEREST AREA EC 3.2.10: How does one read classified ads?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list information found in classified ads. The student will read the classified ad section of a newspaper. The student will describe the meanings of abbreviations used in classified ads.	Teacher/student prepared material.			The student will, using a copy of a newspaper's classified ad section, list the kind of information that can be found. Given a request for a specific job, the student will locate an appropriate classified ad. Other specific information may be requested. The student will develop and write a classified advertisement for a service or an item for sale. The student will list and describe commonly-used abbreviations that occur in classified ads.
	1. English in the Media Mafex Associates, Inc. Box 519 Johnstown, PA 15907			The student may read and do exercises on pp. 58-59 and 89-98.
	2. Using the Want Ads Janus Book Publishers Hayward, California			The student may read and do exercises on pp. 6-59.

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.2.0: Application INTEREST AREA EC 3.2.11: How does one read announcements about meetings, events and amusement opportunities?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list and describe examples of announcements. The student will demonstrate an ability to correctly interpret an announcement.	Teacher/student prepared material.			The student will obtain examples of announcements concerning meetings, events and/or entertainment. Identify the time, date, location and cost (if any) of the event. The student will find the locations and time of a meeting of the local community's board of education.
	1. Newspaper Workshop: Understanding your Newspaper Globe Book Company, Inc. 175 Fifth Avenue New York, NY 10010			The student may read and do exercises on pp. 99-107 in Newspaper Workshop.

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.3.0: Special Techniques INTEREST AREA EC 3.3.1: How does one improve reading comprehension?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will read a selection and demonstrate that he/she has comprehended its content.	Teacher/student prepared material.	X		When given a variety of reading selections, the student will be able to consistently demonstrate an ability to comprehend what he/she has read. The reading selections may relate to site placement and will be at the reading level of the student.
	1. English for Everyday Mafex Associates, Inc. Box 519 Johnstown, PA 15902			The student may read and do exercises on pp. 2-10 in English for Everyday.
	2. Success in Language Comprehension Checks Follett Basic Learning Program Follett Publishing Company			The student may read and do exercises on pp. 3-48 in Success in Language.

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.3.0: Special Techniques INTEREST AREA EC 3.3.2: How does one determine reading speed?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will read a selected material and determine his/her reading speed.	Teacher prepared material			The student will read selected material at an appropriate reading level and compute his/her reading speed.

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.3.0: Special Techniques INTEREST AREA EC 3.3.3: How does one increase reading speed?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will increase his/her basic sight vocabulary.	Teacher/student prepared material.	X		The student will study a Dolch's Basic Sight word list. When the student believes they are ready for a test, it will be administered by the LC.
	Cracking the Code S.R.A.			Student may do the exercises in accordance with their need.
	Specific Skills Series Barnell Loft			Students may do the exercises in accordance with their need.

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.3.0: Special Techniques INTEREST AREA EC 3.3.4: How does one increase vocabulary?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will increase his/her reading vocabulary.	Teacher/student prepared material	X		The LC will administer the Brigance or other criteria-referenced test to identify the student's vocabulary skills.
		X		The LC will then program to increase the student's reading vocabulary.
		X		The student will use a daily diary to record new words he/she has learned. The LC and the student will use these words as a basis for developing worksheets.
	Specific Skills Series Barnell Loft			Students may do the exercises in accordance with their need.

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.4.0: Content Reading and Literature INTEREST AREA EC 3.4.1: What is a short story?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will define a short story and describe its component parts.	Student/teacher prepared material	X		The student will identify the characteristics and parts of a short story.
The student will read a short story.				The student will select, read and analyze a short story. The student may identify some of the following: conflict, theme, dialogue, characterization, setting, tone, climax, point of view, and motivation.
The student will write a short story.		X		The student will write a short story. Student will base story on his/her own job site experience.
	1. Communications J. Weston Walsh, Pub. Portland, MA 04104			The student may read and do exercises on pp. 71-90 in Communications.

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.4.0: Content Reading INTEREST AREA EC 3.4.2: What basic techniques do short story writers use?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will describe the basic techniques that a short story writer uses.	Television program			The student will watch a television program and report the following to the LC: 1. The role of major characters 2. The major theme of the story 3. The conclusion of the story

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading?

SUBCONCEPT EC 3.4.0: Content Reading INTEREST AREA EC 3.4.3: How does one analyze a short story?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will analyze a short story.				The student will analyze a short story by finding answers to the following questions: A. What is the conflict in the short story? B. What is the theme of the short story? C. What is the setting for the story? D. What are the main motivations of the characters?

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.4.0: Content Reading INTEREST AREA EC 3.4.4: What is the difference between narration and dramatization?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify the difference between narration and dramatization as they are used on television.	Television	X		The LC will ask a student to watch a television program that has both narration and dramatization. The student will identify the difference between narration and dramatization.

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.4.0: Content Reading INTEREST AREA EC 3.4.5: What are the differences and similarities between comedy and tragedy?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will describe a comedy and a tragedy.	Student prepared material	X		The student will watch a comedy and a tragedy on television and identify the characteristics that made the program a tragedy or a comedy.
The student will compare comedy and tragedy.			X	The student will identify the differences between a comedy and a tragedy by comparing two television programs.

SUBJECT English/Communications CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.4.0: Content Reading INTEREST AREA EC 3.4.6: How are heroes created in literature?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will be able to identify an individual they perceive as a hero.	Teacher/student prepared material.	X		The student will be asked to identify his/her favorite hero and the qualities that cause that person to be a hero. If the student does not have a hero, the LC will talk about people that are or have been heroes and ask the student to identify the qualities of those heroes.
The students are asked to identify someone at an experience site who is a hero to them or is perceived as a hero in the eyes of the others.	Possible interviews with RP to find out why he/she is so admired.	X	X	Student will write a short paragraph describing a hero they met at a work site (or a person who is widely respected in the same way a hero would be).

SUBJECT English/Communications CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.4.0: Content Reading INTEREST AREA EC 3.4.7: How can the dictionary be used for the understanding of questions in literature?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
Student will be able to locate a word in a dictionary.	Classroom Teacher School Librarian Classroom Copy of 1978 dictionary	X		The student will be given a list of three and four syllable words and helped to use dictionary to decode difficult words. Emphasis can be placed on use of dictionary to help with words that authors use for special effects.
Student will use the dictionary to define words used in literature needed for school. Students will use the dictionary to look up unfamiliar words in media literature.	Teacher made or commercial made transparencies that show how to use a dictionary.	X	X	Students will read an unfamiliar short story and be asked to circle five unknown terms or phrases. On a chart, overhead or blackboard, students will list dictionary meanings. Students will be asked to collect a pamphlet or brochure (even a catalog, if necessary) from the Experience Site. With the help of the LC and the dictionary, students will decode words used in the literature of the business world.
	1. Library Skills T. S. Denison & Co., Inc. Minneapolis, MN 2. A Guidebook for Teaching Library Skills Book Four T. S. Denison & Co., Inc. Minneapolis, MN 3. Let's Look It Up New Readers Press Syracuse, NY 4. Cracking the Code Science Research Associates, Inc.			

SUBJECT English/Communication CONCEPT EC 3.0.0: Reading

SUBCONCEPT EC 3.4.0: Content Reading INTEREST AREA EC 3.4.8: What are some different types (styles) of poetry?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify two poems having the same style.	Teacher/student prepared material.			The student will be given a selection of poems and asked to identify poems with similar styles.
The student will write a poem.				The student will write a poem(s) using a pre-determined style.

SUBJECT English/Communication CONCEPT EC 4.0.0: Listening

SUBCONCEPT EC 4.1.0: Attention and Concentration INTEREST AREA EC 4.1.1: How can one determine the main ideas and details of an oral message?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list the important main ideas and details of an oral message.	Teacher/student prepared material	X		The student will list the main ideas of an orally read message (ready by LC) by answering the following questions: Who wrote the message? What action (if any) is required of the recipient? What specific information was provided?

SUBJECT English/Communication CONCEPT EC 4.0.0: Listening

SUBCONCEPT EC 4.1.0: Attention and Concentration INTEREST AREA EC 4.1.2: How can one listen attentively in group situations in a variety of contexts?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list the behaviors that are conducive to effective listening.	Teacher/student prepared material.			In discussion with LC, the student will list behaviors that are conducive to good listening. Examples: sit in a comfortable position, have a clear view of the speaker and not interrupting the speaker.

SUBJECT English/Communication CONCEPT EC 4.0.0: Listening

SUBCONCEPT EC 4.2.0: Auditory/Sensory Perceptions: INTEREST AREA EC 4.2.1: How does one use the sequence of a message to analyze that message?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify an appropriate structure for a written message.	Teacher/student prepared material.	X		In a discussion with the LC, the student will identify how a written message can be appropriately organized. a. Introductory sentence b. Logical sequence c. Concluding sentence The student will review a written message and verbally identify the introductory sentence, the sequence of information provided and the concluding sentence.

SUBJECT English/Communication CONCEPT EC 4.0.0: Listening

SUBCONCEPT EC 4.2.0: Auditory/Sensory Perceptions INTEREST AREA EC 4.2.2: How does one listen and carry out multi-step instructions?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list the components that should be included in an effective set of instructions.	Teacher/student prepared material.		X	The student will locate a number of examples that provide good and bad instructions. Student will then identify the parts of the good set of instructions that make them good and give the reasons that given instructions are bad.
The student will carry out a set of oral instructions.			X	The student will carry out directions given by the LC. Example: Filling out an employment form.
	1. English for Adult Living English for Employment Matex Associates, Inx. Box 519 Johnstown, PA 15907			The student may read and do activities on pp. 329-390 in English for Adult Living English for Employment.
	2. Everyday Reading and Writing New Readers Press Box 131 Syracuse, NY 13210			Student may read and do exercises on pp. 205-256 in Everyday Reading and Writing.

SUBJECT English/Communication CONCEPT EC 5.0.0: Library Skills

SUBCONCEPT EC 5.1.0: Library Skills INTEREST AREA EC 5.1.1: What is a Library?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify the characteristics of a library.	Student prepared material.		X	The student will identify the characteristics of a library. The student will make a trip to the local library and investigate its services and describe the segment of the local population to which these services might appeal.
	1. A Guide Book for Teaching Library Skills - Using the School Library (Book 4) T. S. Derison & Co., Inc. Minneapolis, MN 55431			The student may read and complete exercises on pp. 9-11 in Library Skills (Book 4).
	2. Everyday Reading and Writing New Readers Press Box 131 Syracuse, NY 13210			The student may read and do activities on pp. 111-128 in Everyday Reading and Writing.

SUBJECT English/Communication CONCEPT EC 5.0.0: Library Skills

SUBCONCEPT EC 5.1.0: Library Skills INTEREST AREA EC 5.1.2: How does one use alphabetizing skills?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will be able to place a set of letters in alphabetical order.	Teacher/student prepared material			The student will arrange a set of scrambled letters in alphabetical order.
The student will arrange words in alphabetical order.				The student will be given a list of 10 or more words beginning with the same letter. The student will arrange them in alphabetical order.
The student will locate words in the dictionary.				When given a dictionary, the student will locate guide words and page numbers.
	1. The New Streamline English Series Skill Book 1 New Readers Press Box 131 Syracuse, NY 13210			The student may read and do exercises on pp. 54-60 in Streamline English Series Book 1.

SUBJECT English/Communication CONCEPT EC 5.0.0: Library Skills

SUBCONCEPT EC 5.1.0: Library Skills INTEREST AREA EC 5.1.3: What are the uses of the Dewey Decimal System?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify the Dewey Number range for a book or subject matter. The student will locate a book using the Dewey Decimal System.	Teacher/student/librarian-prepared materail			The student will, when given the Dewey Decimal System, give tne range of decimal numbers for a given name of book or subject matter. DEWEY DECIMAL SYSTEM 000-099 General Work 100-199 Philosonhy 200-299 Religion 300-399 Social Sciences 400-499 Language 500-599 Pure Science 600-699 Technology 700-799 The Arts 800-899 Literature 900-999 History The student will locate a book in the library when given the call number and title.
	1. A Guide Book for Teaching Library Skills - Using the School Library T. S. Denison & Co., Inc. Minneapolis, MN 55431 2. The Library Skills - Using the Dewey Decimal System (Book 2) T. S. Denison & Co., Inc. Minneapolis, MN 55437			The student may read and do exercises on pp. 20-30 in Library Skills (Book 4) The student may read and do exercises in the entire copy of Library Skills (using the Dewey Decimal System) Book 2.

SUBJECT English/Communication CONCEPT EC 5.0.0: Library Skills

SUBCONCEPT EC 5.1.0: Library Skills INTEREST AREA EC 5.1.4: How does one use the card catalog?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list uses of a card catalog.	Teacher/student prepared material.	X		The student will list possible uses of the card catalog in a library. The student will choose a topic and use the card catalog to list available informational sources.
The student will describe the information on the reference cards in the card catalog.		X		The student will identify the information that is located on cards in the card catalog.
The student will use the card catalog to research a topic.		X		The student will choose a topic and use the card catalog to locate material about the topic and also to write a report on the topic.
	1. Library Skills - Using the Card Catalog (Book 1) T. S. Denison & Co., Inc. Minneapolis, MN 55437			The student may read and do exercises in entire book of Library Skills - Using the Card Catalog (Book 1)
	2. A Guidebook for Teaching Library Skills - Using the School Library (Part 4) T. S. Denison & Co., Inc. Minneapolis, MN 55431			The student may read and do exercises on pp. 34-59 in Library Skills (Book 4)

SUBJECT English/Communication CONCEPT EC 5.0.0: Library Skills

SUBCONCEPT EC 5.1.0: Library Skills INTEREST AREA EC 5.1.5: How does one use a table of contents, index, glossary, etc. to locate information?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will name the parts of a book, identify the purpose, and their location.	Teacher/student prepared material.	X		The student will name the parts of a book and describe where they can be located. Examples: table of contents, index, glossary, title page, appendix, bibliography, chapters, section headings and book titles. Additionally, the student will identify the purpose of each part of a book.
	1. A Guidebook for Teaching Library Skills - Using the School Library (Book 4) T. S. Denison & Co, Inc. Minneapolis, MN 55431			The student may read and do exercises on pp. 12-14 in Library Skills (book 4).

SUBJECT English/Communication CONCEPT EC 5.0.0: Library Skills

SUBCONCEPT EC 5.1.0: Library Skills INTEREST AREA EC 5.1.6: What are some standard reference works in a library?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list some reference works that are found in a library.	Teacher/student prepared material.		X	The student will locate standard reference books in the school library. He/she will make a list of other references and their use.
The student will use some of the standard reference works found in a library.			X	The student will choose a topic (with help from the LC) and use some of the reference works to research his/her topic. Student will list each resource used and describe how helpful it was.
	1. Library Skills - Using Reference Material (Book 3) T. S. Denison & Co., Inc. Minneapolis, MN 55431			The student may read and do exercises in entire book of Library Skills (Book 3).
	2. A Guidebook for Teaching Library Skills - Using the School Library (Book 4) T. S. Denison & Co., Inc. Minneapolis, MN 55431			The student may read and do exercises on pp. 60-84 in Library Skills (Book 4).

SUBJECT English/Communication CONCEPT EC 5.0.0: Library Skills

SUBCONCEPT EC 5.1.0: Library Skills INTEREST AREA EC 5.1.7: How does one use the dictionary?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list and describe the parts of a dictionary. The student will appropriately use the dictionary.	Teacher/student prepared material	X	X	The student will list and describe the following parts of the dictionary: guide words, definition, pronunciation, syllabication, multi-meaning words, proofreader's marks, parts of speech, grammatical abbreviations, and special charts and graphs. Given a list of words, the student will find them in the dictionary and list information possible about them (page number, definition, origin, pronunciation, etc.).
	1. A Guidebook for Teaching Library Skills - Using the School Library (Book 4). T. S. Denison & Co., Inc. Minneapolis, MN 55431			Student may do exercises and read pp. 60-69 in Library Skills (Book 4).
	2. Everyday Reading and Writing New Reader Press Box 131 Syracuse, NY 13210			Student may read and complete activities on pp. 79-92 in Everyday Reading and Writing.
	3. English for Adult Living English Grammar Mafex Associates, Inc. Box 519 Johnstown, PA 15907			

SUBJECT English/Communication CONCEPT EC 5.0.0: Library Skills

SUBCONCEPT EC 5.10 Library Skills INTEREST AREA EC 5.1.8: How does one use the Reader's Guide to Periodical Literature?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will locate the Reader's Guide to Periodical Literature and describe some of the information included.	Teacher/student prepared material		X	The student, with the help of the LC, will find the location of the Reader's Guide to Periodical Literature and review the information provided.
The student will use the Reader's Guide to Periodical Literature.			X	The student will locate magazines referred to in the Reader's Guide to Periodical Literature (student should check first if the library has the magazine desired).
	1. Library Skills - Using Reference Material (Book 3) T. S. Denison & Co., Inc. Minneapolis, MN 55431			The student may read and do exercises on pp. 27-30 in Library Skills (Book 3).

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA _____

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY

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